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ABSTRACT

Developed for a high school quinmester unit on the Russian novel, this guide is designed to give students the opportunity to become familiar with the major works of Leo Tolstoy and Fyodor Dostoevski. Performance objectives for the course include studying the general facets of 19th century Russian culture and history, analyzing the novels of Dostoevski and Tolstoy to note elements of similarity and difference, and contrasting the works of Dostoevski and Tolstoy with a variety of works by other Russian writers. Also included are "Course Content," which provides a rationale for the course and a list of subject matter range; "Teaching Strategies," which suggests activities, techniques, and instructional materials; and "Student and Teacher Resources," which lists state-adopted textbooks, nonstate-adopted textbooks, reference materials, and films for use in teaching the Russian novel. (RB)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
The Russian Novel
5113.88
5114.164
5115.179
5116.186

DIVISION OF INSTRUCTION•1971

CS 201 654

The Russian Novel

5113.88
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Literature

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

5113.188
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COURSE TITLE: THE RUSSIAN NOVEL

COURSE DESCRIPTION: Primarily a comparison and contrast of the novels of Tolstoy and Dostoevski, through examination of such works as War and Peace, Anna Karenina, Notes from the Underground, Crime and Punishment, and The Brothers Karamazov.

I. PERFORMANCE OBJECTIVES

A. Presented with the general facets of nineteenth century Russian culture and history, students will apply this knowledge to a variety of Russian short stories.

B. Given novels by Dostoevski and Tolstoy to read, students will analyze them to note elements of similarity and difference.

C. Presented with a variety of works by other Russians, students will contrast each with the works of Dostoevski and Tolstoy that they have studied.

II. COURSE CONTENT

A. Rationale

The Russian novels, particularly those of Tolstoy and Dostoevski, have long been recognized as part of the mainstream of world literature. War and Peace, Anna Karenina, Crime and Punishment and The Brothers Karamazov belong to the same order of literary excellence and cultural importance as Moby Dick, Madam Bovary, Vanity Fair, and other masterpieces of world literature.

This course, concentrating on the two giants of the Russian novel, Leo Tolstoy and Fyodor Dostoevski, will give students the opportunity to become familiar with their major works. They will examine these works as artistic creations: original constructions of plot, characterization, theme, and symbol. In addition, they will be enabled to see them as crystallizations of the moral, religious, and political life of nineteenth century Russia, phenomena which may be profitably compared and contrasted with some important contemporary events.

As in all depth studies of literature, it is intended that the student emerge from the course more aware of the variety, complexity, and sheer wonder of being human.

B. Range of subject matter

1. Historical, cultural, contemporary background material

2. Literary qualities applicable to fiction

3. Dostoevski and Tolstoy as representative novelists

4. Overview of other Russian authors

III. TEACHING STRATEGIES

A. Presented with the general facets of nineteenth century Russian culture and history, students will apply this knowledge to a variety of Russian short stories.

1. Have the class discuss their impressions of Russia and the Russian people.

2. Give students, after they have shared their own views of Russians, a dittoed copy of a number of Russian proverbs. Discuss the denotative and the connotative meaning of each. What additional information about the nature of the Russian people do these proverbs present?

a. A woman has more tricks than a house has bricks.

b. A woman laughs when she can, but cries whenever she wishes.

c. Jealousy and Love are sisters.

d. Cabbage soup thick, a wife good and meek -- what else need any man seek?

e. Fortune and Misfortune are next-door neighbors.

f. A pocketful of luck is better than a sackful of wisdom.

g. There'll be a holiday up our alley, too, someday.

h. Only a hammer of gold can open a door of iron.

i. When money speaks, Truth keeps its mouth shut.

j. The bear dances, but the Gypsy bear-leader takes the money.

k. Keep a thing seven years and it's bound to come in handy.

l. The seller needs but one eye; the buyer, a thousand.

m. Fools you never reap nor sow -- just of themselves they always grow.

n. An empty sack won't stand up.

o. When the head is thick, it's the feet that suffer.

p. There's no wise answer to a fool's question.

q. You can't buy wisdom abroad if there's none at home.

r. He went to clip the sheep and came home without his coat.

s. He goes fishing for stars shining on water -- with a sieve.

t. If all fools wore white caps, we'd look like a flock of sheep.

u. The Russian is clever but always too late.

v. The German may be a good fellow, but it's better to hang him.

w. If you're a rooster, crow; if you're a hen, lay eggs.

x. The ravens don't peck one another's eyes out.

y. Lie down with dogs and you'll get up with fleas.

z. A father's blessing won't sink in water nor will fire burn it.

aa. He who adds but a straw to the widow's thatch pleases God.

bb. A spoonful of tar is enough to spoil a cask of honey.

cc. The bashful beggar goes hungry.

dd. A good reputation stands still; a bad one runs.

ee. A good friend is better than a thousand relatives.

ff. A thousand friends are all too few: one enemy is one too many.

gg. A new friend is an uncracked nut.

hh. Measure your cloth ten times--you can cut it but once.

ii. The elbow is near, but try to bite it.

jj. When you die, even a grave is comfortable.

kk. A man can bear any burden, provided it's on somebody else's shoulders.

ll. A man can get used to anything but hanging.

mm. The official picks up his pen -- the peasant starts praying, and birds fall from the sky.

nn. Age and youth know not the same truth.

oo. No man can die two deaths, and no man can escape one.

pp. The greatest Czar must be put to bed with a shovel at last.

qq. If God is with you, you can cross the ocean; if He isn't, don't cross your threshold.

rr. Pray to God, but keep rowing toward shore.

ss. If you have a hundred rubles, the law is on your side.

tt. It's only the poor thieves that get hanged.

uu. No man is a thief till he's caught.

vv. Better to beg than steal, but better to work than beg.

3. Have students construct a time line on butcher's paper of major events in Russia's historical past. Teachers might wish students to ferret out these for themselves or they might present students with a jumbled list and have them, after investication, put the events in chronological order. Once these are arranged, have each student select one for in-depth research. Reports might be accompanied by pictures projected on an opaque, music, or an appropriate filmstrip. Students might compare and contrast the results of their investigation with their own preconceptions. Some major events to include are:

a. Became known officially as the Union of Soviet Socialist Republics (U.S.S.R.)--1922

b. Colonies established along the Black Sea by Greek adventurers -- 7th century B.C.

c. Tatar (Tarter) invasion destroyed Kiev and caused population center to shift to Moscow.

d. Novgorod and Kiev, centers of civilization -- 9th century A.D.

e. Prince Ivan III stopped payment of tribute to the Tatars and unified the principalities -- 1480

f. Invaded by barbarians: Goths, Huns, Khazars, Slavs -- 3rd century A.D.

g. Serfs' revolt -- 18th century

h. Duke Vladimir I of Kiev made Greek Orthodox Christianity the state religion -- 988 A.D.

i. Ivan IV("the Terrible") took title of Tsar (Caesar) and subjugated nobles who, in turn, ultimately made serfs of the peasants.

j. South Slavonic alphabet invented by Cyril -- 855 A.D.

k. Catherine II ("the Great") continued expansion policies of Elizabeth and Peter - 1762.

l. Michael Romanov made Tsar -- 1613.

m. Napoleon defeated -- 1812.

n. Decembrist liberal revolt -- 1825 -- and Polish revolts -- 1830 and 1863

o. Peter I ("the Great") -- 1689-1725 -- imported Western civilization.

p. Alexander II emancipated serfs -- 1861.

q. Russo-Japanese War -- 1904-1908

r. Alaska sold to the U.S. -- 1867.

s. Oppressive rule of Nicholas I -- 1825-1855

t. Bolshevik revolution and overthrow of Nicholas II, last Russian Tsar

u. Nihilists' (The Peoples' Will) assassination of Alexander II -- 1881

v. Part in World War I

w. Revolution of 1905

x. Consequences of Rasputin's murder -- 1916

y. Stalin's first Five Year Plan -- 1928

z. Activities of Lenin and Trotsky during 1920-22

aa. Stalin's political purge -- 1935-39

bb. Germany invaded Russia -- 1941.

cc. Stalin challenged Trotsky's leadership (1924) and succeeded in having him expelled from the Party -- 1927.

dd. Russia's role in World War II

ee. Crimean War -- 1854-56

ff. First Russian Duma -- 1906

gg. Georgi Malkov becomes Premier -- 1953.

hh. Khrushchev's attack on Stalin -- 1956

ii. The Cold War

jj. Khrushchev's meeting with Western powers at Geneva -- 1955

kk. Russians launch world's first satellite -- 1957.

ll. Poland and Hungary revolt -- 1956.

mm. Fluctuations of Russian foreign policy in the 1960's

nn. Contemporary political activities

4. Assign students in-depth reports on individual sovereigns or form students into three groups to research the reigning houses: Rurik, Romanoff, and Romanoff-Holstein. Students who have seen Nicholas and Alexandra might prepare a special report on it.

5. Have the class view and discuss films on Russian geography, history, and culture such as:

a. Khrushchev and Berlin, Pts. 1 & 2 (1-31495, 97)

b. Lenin and Trotsky (1-31465)

c. Rise of Khrushchev, The, Pts. 1 & 2 (1-31499, 501)

d. Screen News Digest, Vol 10, Issue 4 (1-13235)

e. Soviet Russia: From Revolution to Empire (1-13326)

f. Stalin, Joseph V. (1-31574)

g. U.S.S.R.: Family of Tashkent (Life on a Collective Farm) (1-13359)

h. U.S.S.R.: Pioneer Family of Bratsk (A Siberian City Is Born) (1-13355)

i. U.S.S.R.: Geography and Peoples (Many Faces of a Vast Land) (1-13357)

j. Iron Curtain Lands (1-12590)

k. Moscow and Leningrad (1-01594)

l. Peoples of the Soviet Union (1-41164)

m. Russia (1-31059)

n. Russian Gymnastic Champions in the U.S.A. (1-11774)

o. Pussian Life Today (Inside the Soviet Union) (1-12593)

p. Russian Revolution, The (1-05197)

q. Screen News Digest, Vol. 4, Issue 5 (1-12676)

r. Screen News Digest, Vol. 5, Issue 1 (1-12682)

s. Screen News Digest, Vol. 5, Issue 2 (1-12683)

t. Screen News Digest, Vol. 5, Issue 4 (1-12685)

u. Screen News Digest, Vol. 6, Issue 1 (1-12692)

6. Invite Russian-born residents of the community representing different religious and social backgrounds to share their memories of Russia with students and answer questions from personal experience.

7. Have students or others who have visited Russia give a travelogue, preferably accompanied by pictures. They might also give their impressions of Russian society today.

8. Show students slides of pictures from books and magazines of art objects, masterpieces of painting, sculpture, and architecture.

   a. Carl Faberge

   b. The Hermitage

   c. Imperial or Winter Palace

d. House of Peter the Great

e. Cathedral of Sts. Peter and Paul

f. The Kazan Cathedral

g. The Kremlin

h. The (bell) Tower of Ivan Valiky

i. Romanoff Palace

j. Ernst Neizvest

k. Bolshoi Theater (Moscow)

l. Icons

9. Have students listen to Russian music and watch ballet performances.

a. Borodin: Nocturne for Strings"

b. Moussorgsky, Modest:

(1) "Pictures at an Exhibition"

(2) "Boris Godunov"

c. Prokofiev, Sergei:

(1) "Scythian Suite"

(2) "Peter and the Wolf"

(3) "The Love for Three Oranges"

(4) "Classical Symphony"

d. Rachmaninoff, Sergei:

(1) "Prelude in C# Minor"

(2) "Piano Concerto, No. 2"

(3) "Symphony #1 in D Minor"

e. Rimsky-Korsakov, Nikolai:

(1) "Scheherazade"

(2) "The Flight of the Bumble Bee"

(3) "A Song of India"

(4) "Capriccio Espagnol"

f. Shostakovich, Dimitri:

(1) "The Nose"

(2) "Lady Macbeth of Mtsensk District"

(3) "Fifth Symphony"

(4) "Seventh Symphony"

(5) "From Jewish Folk Poetry"

(6) Score for film version of Hamlet

(7) "First Violin Concerto"

(8) "Second Violin Concerto"

g. Stravinsky, Igor:

(1) "The Fire Bird"

(2) "Petrouchka"

(3) "The Rite of Spring"

(4) "The Rake's Progress

(5) "Symphony of Psalms"

(6) "Le Sacre"

(7) "Les Noces"

(8) "Oedipus Rex"

(9) "Orpheus"

h. Tchaikovsky, Peter:

(1) "Pathetique Synphony"

(2) "Romeo and Juliet"

(3) "Symphony No. 5"

(4) "Piano Concerto No. 1"

(5) "Nutcracker Suite"

(6) "Andante Cantabile"

(7) "Swan Lake"

(8) "Sleeping Beauty"

(9) "1812 Overture"

i. Performances by Anna Pavlova, Vaslav Nijinsky

10. Encourage students to watch any TV news or special programs on Russia.

11. Assign students to investigate the lives of one or more prominent Russians:

a. Leonid Brezhnev -- government official

b. Nikita Khrushchev -- government official

c. Alexei Kosygin -- government official

d. Mikhail Suslov -- government official

e. Georgi Zhukow -- military leader

f. Andrei Gromyko -- foreign service

g. Dimitri Ustinov - economist

h. Pyotr Kapitsa -- physicist

i. Lev Landau -- scientist

j. Dimitri Blokhintsev -- physicist, engineer

k. Ilya Ehrenburg -- journalist

l. Sergei Gersaimov -- film director

m. Yevgeny Yevtushenko - poet

Students might present the results of their investigations via a first person autobiographical sketch, a mock interview, an "I remember_____"

by a fictitious friend or family member. The book Soviet Leaders would prove helpful.

12. Have students suggest five to seven fictitious age groupings and/or occupations for Soviet individuals:

    a. Child of elementary school age

    b. Student at a university

    c. Student at a technical or labor school

    d. Housewife

    e. Party official

    f. Farmer

    g. Factory worker

    Divide students into groups and have them select one of these. After research into all areas which would affect the daily life of the individual, students might present "A Day in the Life of _____" via slides, skit, or film.

13. Encourage students to become familiar with some of the major physical and geographical features of Russia:

    a. Ukraine

    b. Crimea

    c. Siberia

    d. Baltic Sea

    e. Ural Mountains

    f. Caucasus Mountains

    g. Dardanelles

    h. Black Sea

    i. Volga River

    j. Steppe

k. Kiev

l. Leningrad

m. [illegible]ow

n. Odessa

o. Vladivostok

14. Refer students to an encyclopedia which gives a brief overview of the Russian alphabet, its Roman equivalents and their sounds in English. Work with a few Russian names to give students practice and confidence in pronouncing them for themselves.

15. Assign students a variety of short stories by Russian authors:

a. Aleichem, Sholom:

"Tevye Wins a Fortune." Russian and Eastern European Literature.

b. Averchenko, Arcadii:

"The Young Man Who Flew Past." Russian and Eastern European Literature.

c. Babel, Isaac:

"In the Basement." Russian and Eastern European Literature.

d. Chekhov, Anton:

"The Darling." Man in Literature.

"The Bet." Insight: Experience of Literature.

"The Steppe"

"The Horse Stealers"

"The Privy Councilor"

"Ward No. 6"

"The Teacher of Literature"

"The Lady with the Dog"

"The Party"

"My Life"

"A Slander." Adventures in Appreciation. "The Slanderer," in Adventures in World Literature and Patterns of Literature: The Short Story.

e. Dostoevski, Fyodor:

"A Christmas Tree and a Wedding." Russian and Eastern European Literature.

"The Peasant Marey." Patterns of Literature: The Short Story.

"An Honest Thief." Patterns of Literature: The Short Story.

f. Gogol, Nicholas:

"The Overcoat"

"Ivan Ivanovich"

"The Terrible Vengeance"

"Taras Bulba"

"The Portrait"

"The Memoirs of a Madman"

"The Nose"

g. Pushkin, Alexandr:

"The Shot." Russian and Eastern European Literature.

"The Queen of Spades"

h. Sholokhov, Mikhail:

"The Fate of a Man." Russian and Eastern European Literature.

i. Solzhenitsyn, Alexander:

"Matryona's Home." Russian and Eastern European Literature.

j. Tolstoy, Leo:

"Where Love Is, God Is." Russian and Eastern European Literature.

"How Much Land Does a Man Need?" Adventures in World Literature and Patterns of Literature: The Short Story.

"A Prisoner in the Caucasus." Man in Literature: The Short Story.

"A Conversation among Wealthy People." Literature of the World.

k. Turgenev, Ivan:

"A Desperate Character." Russian and Eastern European Literature.

"Biryuk." Insight: Experience of Literature.

Have students apply the traditional tools for analyzing short stories to those they read. In addition, give students suggestions such as the following and have them expand the list as they read. Ask students to note references to these as they read. Ultimately, have students make statements of themes which reveal the author's attitude(s) toward one or more of these concerns.

a. Provincial versus urban life

b. Landowner versus peasant life (master-serf relationship)

c. Attitudes toward man

d. Attitudes toward nature, God

e. Redemptive value of suffering

f. Officialdom

g. Hope vs. despair

h. Illusory nature of promises

i. Freedom

j. Individual rights

k. The aesthetic

l. Co-existence of morality and brutality

m. Human worth and dignity

n. Weaknesses, foibles, and follies of man

o. Lack of communication and understanding among people

p. Superstition

q. Sentimentality and humanitarianism

r. Individual isolation

s. The strong and the weak; the insensitive vs. the sensitive

t. Indictment of inhumanity

u. Attitude toward Mother Russia, the homeland

v. Institutions and conventional traditions

w. Dehumanization of man

B. Given novels by Dostoevski and Tolstoy to read, students will analyze them to note elements of similarity and difference.

1. Permit students 20-30 minutes to form small groups to discuss a variety of novels they have read in the past. Ask them, at the conclusion of their discussion, to compile a list of characteristics pertaining to the novel. As each group presents its conclusions, have someone note them on the board or on an acetate. Add any elements students omit.

2. Show students available films portraying scenes from Russian fiction. Apprise them of any current films about Russia, Russians, and/or their literature on TV or in local theatres.

   a. 1-31799, 801 Cherry Orchard, The: Chekhov Innovator of Modern Drama, Pts. 1 & 2

   b. 1-31491, 93 Russians, The: Insights through Literature, Pts. 1 & 2 (Includes "The Overcoat," "The Cherry Orchard," "Dr. Zhivago," "The Brothers Karamazov," "Fathers and Sons")

3. Give students several of the special characteristics of Russian novels. Have them identify others as they read and locate examples of those given to them.

   a. Concerned with matters having a panoramic scope

   b. Paced slowly

   c. Permeated by somber, heavy, burdensome atmosphere

   d. Use multitude of characters, many of whom have several names

   e. Fluctuate between the oppressive and the light

   f. Evidence deep psychological perception

   g. Considerable detail juxtaposed against sprawling time periods

   h. Overall rationale for existence of novels: a socially and culturally alive Russia

4. Have students read one or more of Tolstoy's works.

   a. Give students a list of facts pertaining to Tolstoy. Have them add others. As they read his works, have them look for references to these.

      (1) Born of nobility

      (2) Orphaned at an early age

      (3) Studied law and Oriental languages at University of Kazan

      (4) Enlisted in the army

      (5) Opened a school after studying educational methods in England, Switzerland, Germany, and Italy

      (6) Married Sophya Behrs who assisted him in his literary efforts by hand copying his manuscripts (Copied War and Peace seven times)

      (7) Had thirteen children

      (8) Denounced Russian Orthodox Church

      (9) Adhered to Christian ethics

      (10) Estranged from wife who was unable to accept his new views

      (11) Determined to become a recluse

   b. Show students, with the use of travel books, something of the urban society of Moscow and St. Petersburg and the surrounding countryside.

   c. Invite a history teacher to lecture on Napoleon's invasion of Russia in 1812. Have students use notes from this as a basis for further study of the conflict in War and Peace.

d. Present students with a few symbols: the city, the country, Platon Karataev, music, the oak tree, the wolf hunt. Ask them to discuss the significance of each and to keep a list of others as they read.

e. Have students present one of the prominent characters in War and Peace -- Pierre Bezhukov, Andrew Bolknoski, Prince Andrew, Princess Mary, Natasha, Helene, Denisov -- in one of the following ways:

(1) Dramatic monologue

(2) Docudrama

(3) Skit

(4) Interviewee on a TV program

(5) Series of letters to a friend

(6) Mini-autobiography

(7) Collection of memoirs

f. Ask students to propose additional stories suggested by the dreams of young Nicholas Bolkonski in War and Peace. They might make an outline of each and write up one eipsode or tell the story orally.

g. Give students a list of ideas and ask them to note specifics which give Tolstoy's view of each as he expresses it in War and Peace. Several are:

(1) The role of the family in society

(2) The role of court society

(3) The cyclical quality of life

(4) The functions and effects of war

(5) The theory of history

(6) The types and roles of love

(7) The influence of Rousseau

(8) The place of music

(9) The presentation of land reform

h. Ask students to identify epic techniques in War and Peace, and compare them with those used by Homer. What elements also resemble qualities of Greek tragedy?

i. Have students who have read Crane's The Red Badge of Courage compare Henry Fleming's fears with those of Nicholas.

j. Assign students Steiner's book, Tolstoy or Dostoevsky, An Essay in the Old Criticism, and ask them to discuss how he explains Tolstoy's view of life.

k. Give students the following statement by Tolstoy: "To determine your true worth divide what you think you are into what you are." Have students discuss what this reveals about the man and give specifics to illustrate it from his works.

l. Ask students to consider the quartet of pairs in Anna Karenina:

(1) Stephen and Dolly

(2) Karenin and Anna

(3) Levin and Kitty

(4) Vronsky and Anna

How is each pair like the others? How is each different?

m. Give students the proposition that Anna Karenina's tragic flaw is her reliance upon emotion rather than reason. Have them cite specifics to support or refute this.

n. Have students compile a list of the primary characters and indicate the Russian type each represents. Example: Karenin - Russian Bureaucrat.

o. Have students form debate teams to resolve the issue: Anna Karenina need not have died.

5. Have students read and analyze one or more works of Fyodor Dostoevski.

   a. Have students familiarize themselves with the life of Dostoevski. Elements they note now will add a dimension of understanding as they read his work. Suggest that students investigate the works they read and watch for influences of them in particular selections by the author. Give students selected biographical data that helped to shape the man and his views.

      (1) Upper middle class background in Moscow

      (2) Tutored by parents, then attended private boarding school

      (3) Mother's death while Fyodor a teenager

      (4) Studied engineering at Military Engineers' School in St. Petersburg

      (5) Father murdered by serfs

      (6) Fyodor devotes self to literature

      (7) Interested in socialism and reform

      (8) Arrested and sentenced to death before firing squad

      (9) Sentence commuted to hard labor in Siberia

      (10) Twice married

      (11) Bankruptcy proceedings and subsequent exile to elude creditors

      (12) Prosperous and happy for last ten years of life

      (13) Lifelong curse of epilepsy

      (14) "The religion of suffering," Dostoevski's label

b. Ask students, after having read Dostoevski's works, to parallel them to his life. Have them note the points of hope and despair in both.

c. Ask students to assess Dostoevski's moment of crisis -- saved from the firing squad at the last moment -- as a psychological trigger for writing Notes from the Underground. Suggest that this novel be approached from an autobiographical stance.

d. Have the class read and discuss Notes from the Underground with attention focused on the themes of alienation, distrust of bureaucracy, assertion of the rights of the "offbeat" and the general "unofficial view of being."

e. Have students discuss the satire involved in The Idiot. How does Prince Myshkin fulfill his self-revealing prophecy as prepared for him by others?

f. Ask students to consider the early Raskolnikov, the murderer in Crime and Punishment, as a typical existentialist hero; the alienated man.

g. Have students evaluate the effectiveness and credibility of the first person narrative confession by Raskolnikov.

h. Have students identify what the author in Crime and Punishment is saying about love as a power for redemption.

i. Ask students to discuss: Do the means justify the end? Rationalize Sonya's actions in Crime and Punishment as a means of grace.

j. Ask students to consider and then write a paper on Dostoevski's theme of self-knowledge: "Self-transcendence through Awareness of Guilt."

k. Have students discuss the symbolism of water in Crime and Punishment. For example, explore Svidrigailov's hatred of water and forecast his fate.

l. Have students discern the contrast between the internal and the external lives of the characters in Crime and Punishment. Does this

technique of "interior monologue" justify Dostoevski's title, "Father of the Modern Psychological Novel"?

m. Have students investigate Dostoevski's "doubles" in The Brothers Karamazov. How do both good and evil lie hidden in Dmitri, Ivan, Alyosha, and even in Smerdyakov? Could you select one brother as epitomizing the split personality? What specific examples of ambivalence in the emotional reactions of Dmitri add to the depth of characterization?

n. Direct students' attention to the allegory "The Legend of the Grand Inquisitor," about half-way through The Brothers Karamazov. What philosophical statement does this make about the nature of man's faith, organized religion, his freedom and the possible enslavement which, paradoxically, might result?

o. Ask students to determine how the death of the saintly Father Zossima changed Alyosha irrevocably. Discuss how the emotionally-charged scene caused by the "stink of Father Zossima" provided a perfect forum for religious dissertation.

p. Have students trace the genetic "Karamazov rot" as it seeps and permeates every member of the family. Try to explain the paradoxical qualities, cruelty and spirituality, that most critics attribute to Dostoevski.

q. Have students determine the influence of each of the following on Dostoevski's work:

(1) Gogol

(2) Pushkin

(3) Schiller

(4) Balzac

(5) Hoffmann

(6) Hegel

(7) Revelation

How does he adapt, transform and dramatize elements and characters from each?

6. Have students, following their study of individual works by Dostoevski and Tolstoy, put contrasting elements on a balancing scale. Ask them to draw conclusions concerning the ambivalent nature of the Russian people as it is revealed through the contrasts evident in the works of these two men.

C. Presented with a variety of works by other Russians, students will contrast each with the works of Dostoevski and Tolstoy that they have studied.

1. Give students pertinent topics for research papers.

a. Rebirth of "Mother Russia": Battle Cry for World War II

b. Symbolism (candle, snow, trains) in Dr. Zhivago

c. Svetlana Stalin Peters -- "Her Father's Daughter"

d. The Being of Nonbeing

e. Tolstoy's "Normal" Characters and Dostoevski's "Abnormal" Characters

f. Image of Women in War and Peace

g. Pushkin: The Black Byron of Russia

h. Gregori Rasputin: Servant of God or of Satan?

i. The Multiple Fates of Anastasia

j. Union of Soviet Writers

k. Kitchen Debate: Nixon versus Khruschev

l. Life Status of Nobel Prize Winners

m. Genesis: Adam through Joseph (Stalin)

n. History: Russian Style

o. Sputnik: New Word, New World

2. Refer students to A. 8. and 9. What themes evident in the literature studied appear here? Do any themes emerge in these art forms that do not appear in the novels? If so, what are they?

3. Suggest that students select one other Russian author for detailed study. At the conclusion of this work, have students contrast the selections of this individual with those of Dostoevski and Tolstov. Use of available study guides (Cliff's Notes, Monarch, etc.) may help students participate more fully in their experiences with Russian literature. Several representative Russian authors are mentioned here along with sample questions.

   a. Boris Pasternak

      (1) Have students apply several possible interpretative stances to Dr. Zhivago:

         (a) Sociological

         (b) Psychological

         (c) Historical

         (d) Philosophical

         (e) Political

         Ask them to indicate which one Pasternak intended.

      (2) Suggest that students study the internal development of the characters. Do they move forward or backward? Do they progress or regress? Why?

      (3) Ask students to adopt the cloak which Pasternak did -- Dr. Zhivago -- and to view Russia and her problems as Pasternak did -- through the persona Zhivago. Of what significance are the poems to the book? How do these poems of Zhivago (alias Pasternak) differ from others written by Pasternak?

      (4) Ask students to trace the odyssey of the manuscript of Dr. Zhivago.

b. Nikolai Gogol

(1) Introduce students to Nikolai Gogol's Dead Souls by giving them a brief synopsis of it. Assign the work for reading and have students consider the following items and be able to discuss each.

(a) Point of view

i. Note numerous shifts

ii. Propose reasons for shifts

iii. Suggest how else his purpose might have been accomplished

(b) Satiric treatment

i. Analyze characters' actions

ii. Analyze characters' motives

(c) Themes

i. Contrast the advice given by Chichikov's father and that given by Polonius to Laertes (Hamlet)

ii. Show how the public officials exemplify The Peter Principle

iii. Compare Dead Souls and Eliot's "Hollow Men"

(2) Have students determine the extent to which the caricature portraits in Dead Souls are realistic portrayals of the outside world or introspective figments of Gogol's own mind produced by his view of himself. How does he use satire to express his condemnations?

(3) Have students who have read Gogol make analogies and contrasts between him and his works and the lives and works of other authors: Aristophanes, Cervantes, Dickens, Erasmus, Heine, Moliere, Rabelais, Swift, Voltaire, Wolfe. Some suggested responses follow:

(a) Gogol and Moliere: actors, playwrights

(b) Gogol and Rabelais: attention to detail; use of cataloging and hyperbole; full, alive vocabulary

(c) Gogol and Wolfe: adored good food

(d) Gogol and Swift: satirists

(e) Gogol and Dickens: professional character actors; readers of their own works; masterful character portrayals

c. Alexander Solzhenitsyn

(1) Have students speculate why at the opening of Solzhenitsyn's The First Circle Innakenty endangers himself by warning an acquaintance of imminent arrest.

(2) Have students who read Solzhenitsyn's The First Circle note allusions throughout it to Dante, The Bible, Dostoevski, and Pushkin.

(3) Assign for reading One Day in the Life of Ivan Denisovich. Have students note the word pictures Solzhenitsyn creates. What do we know of Ivan's total life although we live with him for only one day? What is Ivan's attitude?

(4) Ask students to determine why Khrushchev permitted some of Solzhenitsyn's works to be published, whereas he has now been dropped from the Writers' Union and is severely criticized by the Russian press.

(5) Ask students to imagine themselves members of the Nobel Prize committee. Have them research the history of the award and the factors considered for the literary award. Conduct a mock meeting at which Alexander Solzhenitsyn is discussed as a candidate for the 1970 Nobel Prize in literature which was actually awarded to him.

IV. STUDENT AND TEACHER RESOURCES

A. State-adopted textbooks

Adventures in World Literature

Insight: Experience of Literature

B. Non-state-adopted texts

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Turgenev, Ivan. Fathers and Sons. New York: Washington Square Press, 1970.

Wasiolek, Edward. Dostoevsky, The Major Fiction. Cambridge, Massachusetts: The M. I. T. Press, 1964.

Yarmolinsky, Avrahm. Russians Then and Now. New York: Macmillan, 1963.

D. Films

Khrushchev and Berlin, Pts. 1 & 2 (1-31495, 97)

Lenin and Trotsky (1-31465)

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Soviet Russia: From Revolution to Empire (1-13326)

Stalin, Joseph V. (1-31574)

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U.S.S.R.: Geography and Peoples (Many Faces of a Vast Land) (1-13357)

Iron Curtain Lands (1-12590)

Moscow and Leningrad (1-01594)

Peoples of the Soviet Union (1-41164)

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Russian Life Today (Inside the Soviet Union) (1-12593)

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Cherry Orchard, The: Chekhov Innovator of Modern Drama, Pts. 1 & 2. (1-31799, 801)

Russians, The: Insights through Literature, Pts. 1 & 2 (1-31491, 93)